CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Becoming a Professional					
Module Code	UTTGR6-30-3		Level	3	Version	1.3
Owning Faculty	ACE		Field	Primary, Early Years and Education Studies		
Contributes towards	BA (Hons) Primary Education (ITE) (UK and Villa College routes)					
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard	
Pre-requisites	UTTGR3-30-2		Co- requisites	UTTGR7-30-3		
Excluded Combinations	None		Module Entry requirements	none		
Valid From	September 2016		Valid to	September 2018		

CAP Approval Date	04/05/12 20/05/14 July 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Engage with current and relevant policies and initiatives in the context of primary and early years education; (B) 2. Understand the roles and responsibilities of teachers within current legal and statutory professional frameworks; (B) 3. Show a comprehensive knowledge of the role of the teacher as a member of a team, as a manager and as a leader, knowing how to deploy support staff effectively to support children's learning; (B) 4. Analyse the principles of effective communication with children, parents and carers with regard to children's achievements and wellbeing; (B) 5. Critically analyse a range of approaches to formative, summative and diagnostic assessment including statutory assessment requirements to secure children's progress; (A & B) 6. Evaluate the use of relevant data in monitoring the progress of learners and in raising levels of attainment; (A & B) **7.** Analyse the features of effective provision for those they teach, knowing the range of common factors that may inhibit children's ability to learn and how to differentiate according to need. (B)

Syllabus Outline	Current and forthcoming policy and initiatives;
	Formative and summative assessment, AfL;
	Differentiated provision;
	Working with parents and carers;
	Statutory responsibilities of teachers;
	Deployment of Teaching Assistants;
	Teachers as leaders – career development – NQT preparation;
	Audit of skills and opportunities for professional development in identified areas of priority or weakness; target setting for developing professional practice.
Contact Hours/Scheduled Hours	Equivalent of 36 hours lectures + 36 hours seminars. Contact hours and patterns of delivery for Villa route may vary.
Teaching and Learning Methods	Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact. Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx This also contains further guidance on how to complete the information requested below. A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme. Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✓

Reading Strategy	Essential texts will be signalled clearly in module documentation and made available through the Library. Module guides will also reflect the range of reading to be carried

	out.
	Students are expected to identify all other reading relevant to the module. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, accessing journal articles electronically, evaluating information and referencing. Sign up workshops are also offered by the Library.
Indicative Reading List	Black, P., Harrison, C., Lee, C., Marshall, B & Wiliam, D. (2003) *Assessment for learning: putting it into practice.* Maidenhead: Open University Press Blatchford, P .Russell, A and Webster, R. (2011) *Reassessing the impact of Teaching Assistants. How research challenges practice and policy*. London. Routledge. Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together* London: Hodder Education Jacklin, A., Griffiths, V. & Robinson, C. (2006) *Beginning primary teaching: moving beyond survival.* Maidenhead: Open University Press Knowles, G. (2009) *Ensuring Every Child Matters: A Critical Approach.* London: Sage Publications Ltd Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin J. & Warwick P. (2008) *Reflective Teaching.* (3rd ed.) London: Continuum Sayeed, Z. & Guerin, E. (2000) *Early years play: a happy medium for assessment and intervention.* London: Routledge Whalley, M. (2007) *Involving parents in their children's learning. (*2nd ed.) London: Sage Publications Ltd

Part 3: Assessment

Assessment Strategy	The module is assessed through a portfolio of written tasks, which allows engagement with professional debates and rehearsal of a variety of genres including report, reflection, and analytical discussion. Within the portfolio, a case study allows students to engage with real-life scenarios as trainee teachers. Presentation takes place after school-based training, bringing examples of assessment practices to enable students to learn from each other.

Identify final assessment component and element	Comp A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation, five minutes per student related to specific module themes.	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
Portfolio of written tasks 3-4000 words, including reflective learning log.	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Presentation, five minutes per student related to specific module themes	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
Portfolio of written tasks 3-4000 words, including reflective learning log.	100%
If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	